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1966-1967 PLAN  
TOWARD THE ELIMINATION OF  
RACIAL IMBALANCE IN THE PUBLIC SCHOOLS

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1966-1967 PLAN  
TOWARD THE ELIMINATION OF  
RACIAL IMPBALANCE IN THE PUBLIC SCHOOLS

Submitted to

The State Board of Education  
of the  
Commonwealth of Massachusetts  
WILLIAM G. SALTOSTALL, Chairman

by the

Boston School Committee  
JOHN J. McDONOUGH, Chairman  
THOMAS S. EISENSTADT      LOUISE DAY HICKS  
JOSEPH LEE                  WILLIAM E. O'CONNOR

February, 1967

DEC 18 1967

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## PREFACE

It is presently the declared policy of the Commonwealth ". . . to encourage all school committees to adopt as educational objectives the promotion of racial balance and the correction of existing racial imbalance in the public schools." As a legally constituted body of elected public officials, the School Committee of the City of Boston has been sworn to uphold and obey the laws of this state and nation. The Committee has devoted countless hours and all the resources at its disposal to evolve a plan in full compliance with Chapter 641 of the Acts of 1965, to the end that both the Boston Public Schools and the State Board of Education may point with satisfaction to reasonable progress in the implementation of the law.

The State Racial Imbalance Law (Chapter 641) dictates the elements that must be included in any plan to racially balance public schools. The 1966-67 Plan of the Boston School Committee detailed on the following pages complies with every element set forth.

The pertinent elements of the law are presented in Section 37D and relate to:

- a. ". . . changes in existing school attendance districts. . ." (See Section A, Part I, Boston School Committee Plan)
- b. ". . . the location of proposed school sites. . ." (See Part III of Plan)
- c. ". . . the proposed additions to existing school buildings. . ." (See Part III of Plan)
- d. ". . . other methods for the elimination of racial imbalance.." (See Sections A, D, C, and D, Part I of Plan)



The law further states under Section 37D:

"... Any plan to detail changes in existing school attendance districts, the locations of proposed new school sites and proposed additions to existing school sites and proposed additions to existing school buildings with the intention of reducing or eliminating racial imbalance, must take into consideration on an equal basis with the above-mentioned intention, the safety of the children involved in travelling from home to school and school to home." (underlining added)

The State Board of Education may rest assured that the safety of children has received equal consideration in the formulation of the Boston School Committee's Plan.

In any well-conceived plan to eliminate racial imbalance, one must be guided by a definition of what constitutes racial imbalance. Chapter 641, Section 37D, provides two definitions of racial imbalance. The first, admittedly general, relates school racial compositions to the racial composition of the society they serve:

"The term 'racial imbalance' refers to a ratio between non-white and other students in public schools which is sharply out of balance with the racial composition of the society in which non-white children study, serve, and work." (underlining added)

The second defines imbalance in terms of specific, but arbitrarily-fixed, ratios between white and non-white pupils:

"For the purpose of this section, racial imbalance shall be deemed to exist when the per cent of non-white students in any public school is in excess of fifty per cent of the total number of students in such school."



It is our firm belief that one definition of racial imbalance should not be accepted to the complete exclusion of the other. The legislators who framed the Racial Imbalance Law must have attributed merit to both definitions. Therefore, consistent with this belief, the Boston School Committee Plan has been formulated so as to embrace both definitions. Past programs have been designed, and the 1966-67 Plan has been formulated, to

1. reduce the number of non-white children in imbalanced schools.
2. produce an educational environment for the overwhelming majority of the city's public school children that is "... not sharply out of balance with the racial composition of the society in which non-white children study, serve, and work." (underlining added)

The 1966-1967 Plan of the Boston School Committee contains complete and clear-cut short-term proposals, the approval and implementation of which will immediately remove a significant number of children from racially imbalanced schools and locate them in racially balanced schools. Furthermore, there are reviewed briefly in this Plan the continuing programs upon which leading educators look with such favor as a means of providing education of a higher quality to the disadvantaged youth of our city.

This Preface relating to Boston's Plans in the area of racial imbalance would not be complete without some description of the overall present status of the Boston Public Schools. Emphasis on racial ratios and widespread confusion in the use of the terms racial imbalance, racial isolation, and segregation has tended to obscure the indisputable fact that Boston's school system is an integrated system!



of 198 public school buildings, 178 or 90% have a racially mixed enrollment. Of the remaining 20 public schools, 16 or 8% have a 100% white enrollment.

In 1964 there were 41 schools in this category. Today, there are only 16 of a total of 198, a gain of 25 in the number of racially mixed schools. Of the 92,127 public school children, 85,685 or 93% attend schools which are, to varying degrees, integrated.

Clearly, while racial imbalance does exist in some public schools as a result of neighborhood racial patterns, the facts prove that it is both unfair and contrary to fact to apply the term racial isolation and segregation to the Boston Public Schools.

The step which all will agree offers the strongest hope of a lasting solution to this most complex problem is the immediate construction and judicious location of new school buildings. In this connection, the School Committee's Plan details, wherever practical, both the location and projected racial composition of each new school. School building projects which have been designated as acceptable or approvable by the State Board of Education, and which, for the most part, make a significant and immediate impact on racial imbalance, are presented as the First Stage of the School Construction Program.

The Second and Third Stages of the School Construction Program will contain a list of the names of proposed new schools and the section of the city in which each will be constructed. Specific details relating to capacity, projected racial composition, and site designation of proposed new buildings will be developed in concert with the Task Force designated by the State Department of Education to provide technical assistance to the Boston School Committee.



Also included in the 1966-67 Plan is an outline of a tentative 1967-68 Plan which provides for an extension of short-term proposals. Modification of continuing programs and of the School Construction Program will be dependent upon changing conditions and an evaluation of the impact of the present Plan.



TABLE OF CONTENTS

I. SHORT TERM PROPOSALS FOR IMMEDIATE REDUCTION OF  
RACIAL IMBALANCE

	Page
A. <u>Closing of Imbalanced Schools</u>	
1. Closing of the Asa Gray School .....	1
2. Closing of the Aaron Davis School .....	1
3. Closing of the Lewis Colony .....	2
B. <u>Metropolitan Council for Educational Opportunity (METCO)</u>	
1. Evaluation of Present Participation .....	4
2. Suggestions for Expanded Participation .....	5
C. <u>Open Enrollment</u>	
1. Introduction .....	8
2. Operation Exodus .....	10
3. Utilization of Open Enrollment Policy as of October 1, 1966 .....	10
4. Present Racial Status of all Boston Public Schools	
a. High Schools .....	12
b. Junior High Schools .....	13
c. Elementary Schools .....	14
d. Special Schools .....	23
5. Summary of Open Enrollment .....	24
D. <u>Establishment of Three Middle Schools</u>	
1. Rationale for Middle-School Grade Organization ....	26
2. Frank V. Thompson School.....	27
3. Patrick T. Campbell School .....	28
4. New Middle School in Columbia Point .....	29
E. <u>Impact of Short-Term Proposals</u> .....	30



## II. CONTINUING PROGRAMS

A. <u>Introduction</u> .....	32
B. <u>Compensatory and Enrichment Programs</u> .....	33
C. <u>Office of Program Development</u>	
1. Federal Aid to Education .....	35
2. Model Demonstration Subsystem .....	35
D. <u>Teachers for Urban Schools</u>	
1. College-University Responsibility .....	36
2. In-service Training .....	36
E. <u>Inter-racial and Inter-cultural Exchange Visit Programs</u> .....	37
F. <u>Multi-ethnic Texts</u> .....	39

## III. SCHOOL CONSTRUCTION PROGRAM

A. <u>Introduction</u> .....	40
B. <u>Listing of First Stage Projects</u> .....	40b
C. <u>Description of First Stage Projects</u> .....	41
D. <u>Impact of First Stage Projects on Racial Imbalance</u> .....	59
E. <u>Listing of Second Stage Projects</u> .....	61
F. <u>Listing of Third Stage Projects</u> .....	62



(Contd.)

TABLE OF CONTENTS

	Page
IV. TENTATIVE 1967-1968 PLAN	
A. <u>Short-Term Proposals for Immediate Reduction of             Racial Imbalance .....</u>	63
1. School Closings	
2. Further Expansion of METCO	
3. Additional Middle-School Designation	
B. Continuing Programs .....	63
C. <u>Modifications of School Construction Program .....</u>	63
V. Appendix	



PART I

SHORT-TERM PROPOSALS FOR IMMEDIATE REDUCTION  
OF RACIAL IMBALANCE



## SHORT-TERM PROPOSALS FOR IMMEDIATE REDUCTION OF RACIAL IMBALANCE

A. Closing of Racially Imbalanced Schools

There follows a detailing of the plan for the closing of certain schools in which racial imbalance is deemed to exist by the State Department of Education. Each such closing will immediately reduce the number of imbalanced schools by one. Within the limitations of the criteria jointly agreed to by the State Board of Education and the Boston School Committee, the children presently in schools to be closed will be relocated in or reassigned to racially balanced schools. For each school to be closed, there is clearly indicated the present racial composition, the number of non-white pupils involved, the receiving school or schools, and the present racial composition of each receiving school.

## 1. Asa Gray School (K-4)

The Asa Gray School located in Roxbury will be closed at the end of the current school year. It is presently 98.8% non-white and enrolls 250 non-white children and 3 white children.

## 2. Aaron Davis School (k-2)

The Aaron Davis School located in Roxbury will be closed at the end of the current school year. It is presently 91% non-white and enrolls 324 non-white children and 32 white children.



## 3. Lewis Junior High Colony (Gr.5)

This is a class consisting of 24 non-white, grade 5 pupils from the Julia Ward Howe School. The Lewis Junior High School is 98.7% non-white, and the Julia Ward Howe School is 98.5% non-white. This colony of the Julia Ward Howe School will be eliminated.

Present plans call for the relocation of the pupils of these three schools in schools that have an appreciable number of vacant seats. A substantial number of children from the Aaron Davis School will be reassigned to the William E. Russell School. With the opening of the new school in the Paul A. Dever District in the Fall of 1967, approximately 200 children residing in the Columbia Point area and presently in grades 7 and 8 at the William E. Russell School will be reassigned to the new school. This will make available vacant seats for a corresponding number of children from the Aaron Davis School. The remaining children from the Aaron Davis School (approximately 156) will be reassigned to the potential receiving schools listed on the following page together with children from the other schools to be closed. Each school listed is presently racially balanced and will not be permitted to become racially imbalanced as a result of the relocation. Therefore, in summary, a total of 598 non-white children will be removed from a racially imbalanced situation, and relocated in a racially balanced educational environment.



Potential Receiving Schools

<u>Name</u>	<u>Grades</u>	<u>Vacant Seats<sup>*</sup></u>	<u>% Non-white</u>
Martin Milmore	K-6	61	30%
Prince	K-8	54	41%
Edmund P. Tileston	K-6	63	29%
Jefferson <sup>**</sup>	K-6	37	31%
Ellis Mendell	K-6	25	20%
Peter Fanueil	K-6	85	37.6%
Samuel W. Mason	K-6	54	44%
John B. O'Reilly	K-3	46	1.6%
Oliver H. Perry	K-6	49	7.4%
Eliot School	K-6	113	0%
James J. Storrow	K-3	63	3%
Washington Allston	K-6	40	7.2%
William H. Taft Colony	K-6	36	11%
Mary Lyon	K-6	31	5.7%
Andrew Jackson	K-6	42	6.9%
William E. Russell	7-8	200 <sup>***</sup>	20%

<sup>\*</sup> Vacant seats shown for grades K-4 only.

<sup>\*\*</sup> Two demountable buildings may be erected on this site to accommodate 60 additional children.

<sup>\*\*\*</sup> See pages 1-2 of Plan.



B. The Metropolitan Council for Educational Opportunity (Metco)

1. Evaluation of Present Participation

Currently, the Boston Public Schools are participating actively in the implementation of Metco's goals. Metco has a twofold purpose:

- a) to reduce racial imbalance in the Boston Public Schools.
- b) to promote integration in suburban school systems

At the present time, 220 non-white children formerly attending Boston schools are enrolled in schools in the following communities:

- |              |              |
|--------------|--------------|
| a) Arlington | d) Lexington |
| b) Braintree | e) Newton    |
| c) Brookline | f) Wellesley |

The Metco experiment has been in operation since September of 1966. Clearly, it makes a significant contribution toward resolving the problem of racial imbalance in Boston.

In view of Metco's proven potential, we enthusiastically support Metco's request to expand operations. In addition to a request for a grant to continue the present program for 220 pupils, Metco is requesting a further grant of \$299,000 to accommodate 280 additional pupils. Approval of the Metco request would result in the involvement of additional metropolitan communities with the problem of racial balancing of schools.



In this connection, we are heartened by the action taken by the School Committees of Weston, Lincoln, and the Sudbury Regional High School to become involved and to assist in the resolution of this most pressing problem of our times. The School Committees of Sharon, Needham, and other communities are presently considering the feasibility of participation in Metco, and there is a possibility that some non-white Boston pupils will be enrolled in the Concord-Carlisle High School in the coming school year.

## 2. Suggestions for Expanded Participation

a) In an attempt to stimulate greater awareness of the need for and desirability of active participation in the Metropolitan Council for Educational Opportunity, the letter shown on the following page has been sent by the Boston School Committee to the chairman of the school committee in 62 suburban communities which are within reasonable commuting distance of Boston.

The letter invites the participation of suburban communities in the Metco plan and brings to their attention the general provisions of the Racial Imbalance Law (Chapter 641 of the Acts of 1965). In addition, for those communities that may not find it feasible to become involved in Metco, the letter contains a reference to Chapter 506 of the Acts of 1966. This legislation provides technical, financial, and other assistance to communities proposing an acceptable plan of their own for educating non-resident pupils from racially imbalanced schools.



(Copy of the letter sent by the Boston School Committee to the School Boards of suburban Boston communities.)

February 10, 1967

Dear Chairman:

By majority vote of the Boston School Committee, I am writing to invite you to consider the participation by your school system in the Metropolitan Council for Educational Opportunity program. As you know, the Metco plan enables non-white children to attend school in the suburbs, thereby contributing to the elimination of racial imbalance in the Boston Public Schools, while providing a desirable multi-racial school environment for the suburban children presently attending racially unmixed classes. At the present time, and with no added financial expense, the communities of Arlington, Brookline, Braintree, Lexington, Lincoln, Newton, and Wellesley are participating in Metco. In addition, the towns of Weston, and Sudbury have voted to join in September.

Many other communities are anxious to become involved, not only for the invaluable experience that it provides white and non-white children, but because they are aware that the so-called racial imbalance law is a State law and therefore applicable not only to the City of Boston but to every city and town in the Commonwealth. This law, Chapter 641, calls for the elimination of racial imbalance, and defines it as:

"a ratio between non-white and other students in public schools which is sharply out of balance with the racial composition of the society in which non-white children study, serve, and work."

The State Legislature has recently adopted a provision to enable communities such as yours to comply with Chapter 641 by means other than the Metco plan. Chapter 506 of the Acts of 1966, offers financial, technical, and other assistance to any city or town in the Commonwealth in the designing of a plan to educate non-resident pupils from racially imbalanced schools of other communities.

In closing, I should like to quote from the April 1965 Report of the Advisory Committee on Racial Imbalance and Education of the State Board of Education (Kiernan Report):

"The problem of racial imbalance is the responsibility of all citizens in the Commonwealth. Each of us, including the members of this committee, can do more than we are now doing to help heal this most serious wound in American Society."

Very truly yours,

/s/ John J. McDonough, Chairman



b) Within the present and proposed funding structure, there is a possibility of increasing the number of non-white children that could be served by Metco. It has been our suggestion in the past, and it continues to be our suggestion, that the per pupil allowance of \$1,000 be reduced to \$600. Not only is this more in keeping with the present levels of per pupil expenditures, but in addition, it will permit a 66 2/3% increase in the number of non-white children involved.

c) It is our hope that the State Department of Education will exercise leadership in the development of a metropolitanistic approach to eliminating racial imbalance in public schools. Suburban communities must be impressed with the fact that they cannot, in conscience, divorce themselves from the human problems of the core city. We urge the State Department of Education to implement the philosophy expressed in the Report of the Advisory Committee on Racial Imbalance (Kiernan Report):

"The problem of racial imbalance is the responsibility of all citizens in the Commonwealth. Each of us, including the members of this committee, can do more than we are now doing to help heal this most serious wound in American society."



C. Boston's Open Enrollment Policy

1. Introduction

In connection with open enrollment, the following is a statement of principles distributed widely throughout the Boston School System:

"It continues to be the policy in Boston to have each pupil attend the school serving his neighborhood community unless the child's physical, mental, or educational needs require assignment to specially organized classes or schools (e.g., a Braille class; or the Horace Mann School for the Deaf). However, it is also the practice, at the request of the parent, to permit a child to attend ANY SCHOOL HAVING APPROPRIATE GRADES OR COURSES - provided that particular school, after enrolling the children of its own locale, has adequate accommodations for pupils from other districts, and providing the parent assumes cost of transportation to and from such school.

Therefore, Head Masters and Principals will continue to accept all applicants for admission to their schools provided space is available. CONTINUANCE OF SUCH PERMISSION IS A PRIVILEGE AND DEPENDS ON ATTENDANCE, PUNCTUALITY, CONDUCT, AND SAFE TRANSPORTATION."

As presently constituted, Boston's Open Enrollment Policy is based on the following specifics:

- a) Open enrollment is applicable if the following three conditions are fulfilled:
  - 1) There is an available seat in the desired school.
  - 2) There is a suitable grade and/or course of study in that school.
  - 3) Transportation is provided by the parent.
- b) THE HEAD MASTER AND/OR PRINCIPAL WILL MAKE ARRANGEMENTS FOR THE TRANSFER.
- c) If there is no seat and/or course available in the desired school, similar arrangements shall be made by the Head Master and/or Principal for any other district at the request of the parent.



The Boston School Committee, sensitive to the realities of living in deprived areas, in particular, that aspect that deals with financial hardships, took steps to render this policy even more effective than in the past. The following motion was passed on December 20, 1965:

"ORDERED, that the Boston School Committee request Mayor Collins to provide funds derived from Sec. 7B, Ch. 7, of the General Laws, to begin immediately to provide MBTA car checks to those children of Primary, Elementary, and Junior High grades who attend school outside their home districts under the Open Enrollment Policy, where such attendance serves to relieve and ultimately eliminate racial imbalance, in compliance with the State law. The amount of such request is to be determined by the Superintendent after investigation of the numbers of such children and the cost of their transportation."

The Boston School Committee is in favor of relieving the parents of the financial burden of participation in Open Enrollment. Further, the Committee is in favor of providing student car checks for all primary, elementary, and junior high school pupils who attend schools other than their neighborhood school provided that the funds to finance this program come from a source other than the regular school department budget. Funds from the current operating budget could not be diverted to absorb costs of this program without seriously impairing the quality and quantity of educational programs and services.

In keeping with the Boston School Committee's desire to make the Open Enrollment Policy more effective during the 1966-67 school year, a weekly seat count was conducted during each of the first four weeks of school and once each month thereafter in all public schools.



This information has received and will continue to receive the widest dissemination through all communications media available to the Boston Schools for the purpose of keeping the parents of the city fully aware of all existing seat vacancies in the schools.

## 2. Operation Exodus

If any one program can be considered a testimonial to the effectiveness of Boston's Open Enrollment Policy, it is that program known as Operation Exodus. Exodus, privately initiated, operated, and financed through the extraordinary efforts of parents and interested citizens of Roxbury and North Dorchester, seeks to remove non-white children from racially imbalanced schools, and relocate them in the predominantly white schools of outlying districts. During the present school year, Exodus has succeeded in so relocating more than 800 boys and girls. Its smooth and effective operation is due in no small measure to the weekly count of vacant seats in the Boston Public Schools.

## 3. Utilization of Open Enrollment Policy as of October 1, 1966

The Open Enrollment Survey of October 1, 1966, showed the following numbers of children attending schools other than their neighborhood schools under the provisions of the Open Enrollment Policy:

	<u>White</u>	<u>Non-White</u>	<u>Total</u>
Junior High Schools	1,131	1,370	2,501
Elementary Schools	<u>2,545</u>	<u>2,900</u>	<u>5,445</u>
	3,676	4,270	7,946



A detailed breakdown of the distribution of participants in the Open Enrollment Policy in terms of white and non-white pupils, school level, and racial composition of the receiving school follows:

a. Voluntary Enrollees in Four Junior High Schools with Non-White Majorities

<u>White</u>	<u>Non-White</u>	<u>Total</u>
41	672	713

b. Voluntary Enrollees in 13 Junior High Schools with White Majorities

<u>White</u>	<u>Non-White</u>	<u>Total</u>
1,090	698	1,788

c. Voluntary Enrollees in Elementary Schools with Non-White Majorities

<u>White</u>	<u>Non-White</u>	<u>Total</u>
340	1,559	1,899

d. Voluntary Enrollees in Elementary Schools with White Majorities

<u>White</u>	<u>Non-White</u>	<u>Total</u>
2,205	1,341	3,546

The figures shown under a and d present factually the utilization of the voluntary Open Enrollment Policy of the Boston Public Schools. An analysis and interpretation of this participation is presented under part 5 in this section of the Plan.

On the following pages is shown the present racial composition of every public school in the city, resulting from the operation of Metco, Exodus, the Open Enrollment Policy, and normal neighborhood school feeder patterns.



PRESENT RACIAL COMPOSITION OF EVERY BOSTON PUBLIC SCHOOL\*

## HIGH SCHOOLS

<u>Name of School</u>	<u>White</u>	<u>Non-White</u>	<u>Total</u>
1. Boston Latin School	1938	140	2078
2. Girls' Latin School	1280	115	1395
3. Boston Technical High School	1763	213	1976
4. Boston Trade High School	598	285	883
5. Boston Trade High School Annex	92	28	120
6. Brighton High School	941	481	1422
7. Charlestown High School	791	11	802
8. Dorchester High School	848	251	1099
9. East Boston High School	1122	11	1133
10. English High (Main Building)	1280	243	1523
11. Theodore Roosevelt Bldg. Colony I	246	142	388
12. Thomas Edison Bldg. Colony II	177	61	238
13. Girls' High School	88 40**	377	465 40
14. Hyde Park High School	1644	71	1715
15. Jamaica Plain High School	446	251	697
16. J. E. Burke High School	532 69**	640	1172 69
17. Roslindale High School	1364	33	1397
18. South Boston High School	1568	0	1568
19. Trade High School for Girls	<u>318</u>	<u>181</u>	<u>499</u>
TOTALS	17145	3534	20679

\* There are two post-graduate public schools not included in this listing. They are the Boston Business School and the Boston Vocational Technical Institute. Inclusion of these two schools is not required in the State ordered racial census.

\*\* Of Chinese Origin



JUNIOR HIGH SCHOOLS

<u>Name of School</u>	<u>White</u>	<u>Non-White</u>	<u>Total</u>
1. Clarence R. Edwards Junior High	562	15	577
2. Grover Cleveland Junior High	1050	20	1070
3. James P. Timilty Junior High	25	682	707
4. Joseph H. Barnes Junior High	602	1	603
5. Lewis Junior High	7	527	534
6. Mary E. Curley Junior High	779	315	1094
7. Michelangelo Junior High	135	9	144
8. Oliver Wendell Holmes Junior High	127	416	543
9. Patrick F. Gavin Junior High	1184	23	1207
10. Patrick T. Campbell Junior High	16	647	663
11. Robert Gould Shaw Junior High	860	54	914
12. Solomon Lewenberg Junior High	736	384	1120
13. Thomas A. Edison Junior High	526	91	617
14. Washington Irving Junior High	1068	76	1144
15. William Barton Rogers Junior High	1022	68	1090
16. William Howard Taft Junior High	407	122	529
17. Woodrow Wilson Junior High	<u>1077</u>	<u>46</u>	<u>1123</u>
TOTALS	10183	3496	13679



ELEMENTARY SCHOOLS

<u>Name of School</u>	<u>White</u>	<u>Non-White</u>	<u>Total</u>
<u>Abraham Lincoln District</u>			
1. Abraham Lincoln School	122	147	269
	165**		165
2. Quincy School	13	0	13
	132**		132
<u>Agassiz District</u>			
3. Agassiz School	315	6	321
4. Old Agassiz School	228	7	235
5. Bowditch School	381	6	387
6. Mary E. Curley Colony	155	1	156
7. Joseph P. Manning School	217	0	217
<u>Beethoven District</u>			
8. Beethoven School	506	5	511
9. Randall G. Morris	443	2	445
10. Joyce Kilmer School	500	0	500
<u>Bennett District</u>			
11. Alexander Hamilton School	266	68	334
12. Harriet Baldwin School	250	37	287
<u>Bigelow District</u>			
13. Bigelow School	596	25	621
14. Chcate Burnham School	253	8	261
<u>Blackinton-John Cheverus District</u>			
15. John Cheverus School	267	0	267
16. Curtis Guild School	356	1	357
17. Manassah E. Bradley School	326	11	337



	<u>Name of School</u>	<u>White</u>	<u>Non-White</u>	<u>Total</u>
<u>Chapman District</u>				
18.	Chapman School	291	0	291
19.	Hugh Roe O'Donnell School	345	0	345
<u>Charles Sumner District</u>				
20.	Charles Sumner School	762	11	773
21.	George H. Conley School	450	2	452
22.	John D. Philbrick School	263	2	265
23.	Washington Irving Colony	151	1	152
<u>Christopher Gibson District</u>				
24.	Christopher Gibson School	91	535	626
25.	Atherton School	26	173	199
<u>Dearborn District</u>				
26.	Dearborn School	105	523	628
27.	Dearborn Annex	30	187	217
28.	Aaron Davis School	32	324	356
29.	Albert Palmer School	26	164	190
<u>Dillaway District</u>				
30.	Dillaway School	18	212	230
31.	Nathan Hale School	28	265	293
<u>Donald McKay-Samuel Adams District</u>				
32.	Donald McKay School	437	7	444
33.	Samuel Adams School	300	6	306



<u>Name of School</u>	<u>White</u>	<u>Non-White</u>	<u>Total</u>
<u>Dudley District*</u>			
34. Dudley School	24	221	245
35. William Bacon School	6	259	265
36. Asa Gray School	3	250	253
<u>Dwight District</u>			
37. Joseph J. Hurley School	175	443	618
38. Joshua Bates School	38	118	156
<u>Edmund P. Tileston District</u>			
39. Edmund P. Tileston School	237	97	334
40. Charles Logue School	310	1	311
41. Martha A. Baker School	102	3	105
<u>Edward Everett District</u>			
42. Edward Everett School	523	17	540
43. John L. Motley School	342	1	343
<u>Elihu Greenwood District</u>			
44. Elihu Greenwood School	766	6	772
45. Fairmount School	430	13	443
46. Franklin D. Roosevelt School	395	21	416
47. Weld School	70	0	70
<u>Ellis Mendell District</u>			
48. Ellis Mendell School	298	74	372
49. Margaret Fuller School	324	39	363
50. Theodore Roosevelt School	131	80	211

\*Since Renamed Dudley-Hyde-Everett District



<u>Name of School</u>	<u>White</u>	<u>Non-White</u>	<u>Total</u>
<u>Emerson District*</u>			
51. Patrick J. Kennedy School	374	1	375
52. Philip H. Sheridan School	319	0	319
<u>Emily A. Fifield District</u>			
53. Emily A. Fifield School	636	21	657
54. John G. Whittier School	285	40	325
55. Thomas F. Leen School	101	0	101
<u>Francis Parkman District</u>			
56. Francis Parkman School	504	55	559
57. Edwin P. Seaver School	276	11	287
58. Henry Abrahams Schools	165	30	195
<u>Frank V. Thompson District</u>			
59. Frank V. Thompson School	511	190	701
<u>Hart-Gaston-Perry District</u>			
60. Thomas N. Hart School	192	119	311
61. Gaston School	220	86	306
62. Oliver Hazard Perry School	361	29	390
63. Benjamin Dean School	242	11	253
64. Joseph Tuckerman School	269	10	279
<u>Harvard District</u>			
65. Harvard School	242	5	247
66. Kent School	171	8	179
67. Bunker Hill School	274	0	274

\*Since Renamed Sheridan-Kennedy District



<u>Name of School</u>	<u>White</u>	<u>Non-White</u>	<u>Total</u>
<u>Henry Grew District</u>			
68. Henry Grew School	411	6	417
69. William E. Channing School	470	24	494
70. Hemerway School	207	12	219
<u>Henry L. Higginson District</u>			
71. Academy Hill School	29	278	307
72. David A. Ellis School	0	528	528
73. David A. Ellis Annex	0	114	114
74. Henry L. Higginson School	7	240	247
<u>Hugh O'Brien District</u>			
75. Ralph Waldo Emerson School	162	203	365
76. Samuel W. Mason School	199	159	358
<u>James A. Garfield District</u>			
77. James A. Garfield School	255	12	267
78. Mary Lyon School	199	12	211
79. Oak Square School	131	2	133
80. Thomas A. Edison Colony	198	7	205
81. Winship School	248	94	342
<u>James J. Chittick District</u>			
82. James J. Chittick School	651	3	654
83. Lowell Mason School	103	4	107
<u>Jefferson District</u>			
84. Jefferson School	334	153	487
85. Charles Bulfinch School	159	201	360



<u>Name of School</u>	<u>White</u>	<u>Non-White</u>	<u>Total</u>
<u>John A. Andrew District</u>			
86. John A. Andrew School	346	4	350
87. John B. O'Reilly School	298	5	303
88. Michael J. Perkins School	388	31	419
<u>John Marshall District</u>			
89. John Marshall School	810	15	825
90. Champlain School	270	172	442
91. Lucy Stone School	332	20	352
92. Florence Nightingale School	214	91	305
<u>John Winthrop District</u>			
93. John Winthrop School	82	440	522
94. Benedict Fenwick School	88	317	405
95. Nathaniel Hawthorne School	92	138	230
<u>John Fitzgerald Kennedy District</u>			
96. John F. Kennedy School	452	273	725
97. Wyman School	198	79	277
<u>Julia Ward Howe District</u>			
98. Julia Ward Howe School	6	421	427
99. Sarah J. Baker School	18	601	619
100. Lewis Colony	0	24	24



<u>Name of School</u>	<u>White</u>	<u>Non-White</u>	<u>Total</u>
<u>Longfellow District</u>			
101. Longfellow School	683	5	688
102. Phineas Bates School	389	11	400
103. Mozart School	352	0	352
104. Theodore Parker School	89	0	89
<u>Martin District</u>			
105. Maurice J. Tobin School	246	487	733
106. Farragut School	132	174	306
107. Ira Allen School	8	167	175
<u>Mary Hemenway District</u>			
108. Mary Hemenway School	424	2	426
109. Rochambeau School	355	33	388
110. Patrick O'Hearn School	400	2	402
<u>Mather District</u>			
111. Benjamin Cushing School	265	4	269
112. Mather School	968	9	977
113. Edward Southworth School	457	2	459
<u>Michelangelo-Eliot-Hancock District</u>			
114. Michelangelo School	25	6	31
115. Eliot School	229	0	229
<u>Minot District</u>			
116. Thomas J. Kenny School	323	99	422
117. Minot School	260	6	266
118. Ellen H. Richards School	259	19	278
119. Gilbert Stuart School	238	92	330



<u>Name of School</u>	<u>White</u>	<u>Non-White</u>	<u>Total</u>
<u>Norcross District</u>			
120. George F. Hoar School	556	40	596
<u>Patrick F. Lyndon District</u>			
121. Patrick F. Lyndon School	415	4	419
122. Robert Gould Shaw Colony	215	6	221
123. Sophia W. Ripley School	409	1	410
<u>Paul A. Dever District</u>			
124. Paul A. Dever School	394	741	1135
<u>Phillips Brooks District</u>			
125. Phillips Brooks School	8	453	461
126. Quincy Dickerman School	5	452	457
<u>Prince District</u>			
127. Prince School	191 31**	100	291 31
128. Charles C. Perkins School	22 12**	183	205 12
129. Martin Milmore School	100 7**	36	136 7
130. Peter Faneuil School	88 8**	45	133 8
<u>Rice-Franklin District</u>			
131. Charles E. Mackey School	256 133**	322	578 133
132. George Bancroft School	28 6**	160	188 6
133. John J. Williams School	182 68**	31	213 68

\*\* Of Chinese Origin



<u>Name of School</u>	<u>White</u>	<u>Non-White</u>	<u>Total</u>
<u>Robert Treat Paine District</u>			
134. Robert T. Paine School	187	282	469
135. Audubon School	142	115	257
<u>Roger Wolcott District</u>			
136. Charles Taylor School	364	12	376
137. William Bradford School	241	202	443
138. Pauline A. Shaw School	355	168	523
139. Roger Wolcott School	265	108	374
→			
<u>Theodore Lyman District</u>			
140. Theodore Lyman School	258	19	277
141. James Otis School	342	0	342
142. Dante Alighieri School	187	14	201
<u>Thomas Gardner District</u>			
143. David L. Barrett School	53	20	73
144. James J. Storrow School	68	2	70
145. Thomas Gardner School	477	23	500
<u>Warren District</u>			
146. Warren-Prescott School	631	0	631
147. Oliver Holden School	106	0	106
<u>Washington Allston District</u>			
148. Andrew Jackson School	216	15	231
149. Wm. H. Taft Colony	289	36	325
150. Washington Allston School	231	18	249
151. Commonwealth Project Bldg. Colony	28	3	31
152. J. P. Kennedy Hospital Colony	42	2	44



<u>Name of School</u>	<u>White</u>	<u>Non-White</u>	<u>Total</u>
<u>William E. Endicott District</u>			
153. Sarah Greenwood School	89	931	1020
154. William E. Endicott School	16	393	409
<u>William E. Russell District</u>			
155. Roger Clap School	514	3	517
156. William E. Russell School	529	126	655
<u>William Lloyd Garrison District</u>			
157. William Lloyd Garrison School	4	798	802
158. Williams School	0	75	75
159. Wm. L. P. Boardman School	<u>4</u>	<u>184</u>	<u>188</u>
TOTALS	68,050	24,077	92,127

SPECIAL SCHOOLS

1. Horace Mann School for the Deaf	87	13	100
2. M. Gertrude Godvin School (Disciplinary School)	19	30	49
3. Day School for Immigrants	<u>223</u>	<u>84</u>	<u>307</u>
TOTALS	329	127	456



## 5. Summary of Open Enrollment

It has been stated that "... Open enrollment does not appear to have had a substantial effect except where it has been funded, organized, and supervised with transportation provided by private groups." An analysis of all the factual information previously presented in this section contradicts this assertion. Any objective appraisal of the available evidence will reveal the substantial effect that the Open Enrollment Policy has had on the racial balancing and integration of the Boston Public schools.

a. There are voluntarily enrolled in racially imbalanced schools 381 white pupils, contributing to a reduction of racial imbalance in these schools.

b. There are voluntarily enrolled in racially balanced schools 2,039 non-white children--another substantial contribution toward racial balancing of schools.

c. A total of 7,946 pupils are voluntarily enrolled in schools other than their neighborhood schools; testimony for the democratic organization and operation of the Boston Public Schools.

d. The number of schools with a 100% white enrollment were reduced from 41 in 1964; to 21 in 1965; to 16 in 1966. Interpreted another way, this means an increase of 25 in the number of schools with a racially mixed population for a total of 178 out of 198 public school buildings.



e. In terms of pupils, 85,685 of a total public school enrollment of 92,127 are attending schools with a racially mixed population--in keeping with the racial composition of the society in which non-white children study, serve, and work.

From this analysis emerges one indisputable fact:

THE BOSTON PUBLIC SCHOOL SYSTEM IS AN INTEGRATED SCHOOL SYSTEM!



#### D. Establishment of Three Middle Schools

##### 1. Rationale for Middle School Grade Organization

The administration of the Boston Public Schools is presently committed to the middle school concept and will continue to move toward a standardization of the following grade organization:

- a. Kindergarten through grade 5
- b. Grades 6 through 8 (middle school)
- c. Grades 9 through 12

This standardization of grade organization will have numerous ramifications which will bear directly upon the problem of racial balancing of schools. The following are a few:

- a. The new primary and elementary schools constructed (K-5) will be of much greater pupil capacity than at present, thus enlarging the "neighborhood" from which they draw their enrollment and facilitating the racial balancing of such schools.
- b. The "new" middle schools (6-8) similarly will have increased pupil capacities and will draw from wider geographic areas. The greater and more diverse the pupil population from which such schools can draw, the greater the possibility of their being racially balanced.
- c. The elimination of grade 9 from present junior high schools to be redesignated as middle schools (6-8) will make it possible for pupils to leave one year earlier any such schools that are not or cannot be racially balanced.



d. The grade organization of all high schools will eventually be standardized as 9 through 12. At present all but two Boston high schools are racially balanced. Thus, the overwhelming majority of pupils leaving any racially imbalanced middle schools will enter one year earlier a racially balanced high school. Suggestions presented elsewhere in the plan will touch upon the possible racial balancing of the only two high schools presently imbalanced.

The designation and organization of the schools listed in Parts 2-4 as middle schools are planned as of the start of classes in September, 1967:

## 2. Frank V. Thompson Middle School

With the completion of the Charles H. Taylor Addition, the approximately 300 kindergarten through grade 5 children presently housed in the Frank V. Thompson School, will be accommodated in the Taylor School. Of this 300, the approximately 60 children presently bused from the Christopher Gibson School and the Sarah Greenwood School to the Frank V. Thompson will be reassigned to the Charles H. Taylor School. With the completion of the planned construction of a school in the Christopher Gibson District, (see Project 2) the need for transporting these pupils will be eliminated. The approximately 100 grade 5 and grade 6 pupils presently in the Taylor School will be reassigned to the Thompson middle school.

To fill the Thompson middle school to capacity will require the drawing of approximately 250 children from the Oliver Wendell Holmes



Junior High School (77% non-white) and the Solomon Lewenberg Junior High School (34% non-white). This reassignment of non-white pupils will achieve the following desirable results:

- a. 100 non-white children will be removed from the racially imbalanced Oliver Wendell Holmes Jr. High Schools, and reassigned to a racially balanced middle school.
- b. The percent of non-white pupils in the Solomon Lewenberg Junior High School increased from 25 percent to approximately 35 percent in one year. In view of this, the school will shortly be listed among those racially imbalanced if nothing is done to halt this trend. Therefore, the reassignment of 150 non-white pupils from this school will help insure its racially balanced composition.
- c. Establishment of a racially balanced middle school.
- d. Relief of overcrowding in two junior high schools.

### 3. Patrick T. Campbell Middle School

The reorganized Patrick T. Campbell Junior High School will encompass grades 6 through 8. This reorganization will accomplish two goals:

- a. It will increase by one the number of schools reorganized in line with the expressed policy of grade standardization.
- b. It will enable 184 non-white children to leave a racially imbalanced school (98% non-white) for racially balanced high schools one year earlier.



4. New Middle School in Columbia Point

Presently under construction and scheduled for completion in September, 1967, is a new school in the Columbia Point area which is designated as a middle school. However, in view of extremely over-crowded conditions in the nearby Paul A. Dever School, it will temporarily accommodate some pupils from grades 4 and 5.

When this school becomes operative, it will make possible the realizations of four desirable goals:

- a. It will increase by one the number of schools in the middle school category.
- b. It will contribute to the overall plan to racially balance schools (see page 2 of Plan).
- c. It will eliminate the necessity of busing pupils out of the Columbia Point area.
- d. It will contribute to the reduction or elimination of racial imbalance in the present Paul A. Dever School.



E. Impact of Short-Term Proposals

The following outline summarizes the number of children, presently in racially imbalanced schools, who will be relocated in racially balanced schools as a result of each phase of the short-term measures proposed in the Plan:

1. School Closings

a.	Asa Gray .....	253 pupils
b.	Aaron Davis .....	356 pupils
c.	Lewis Colony .....	<u>24</u> pupils
		Total 633 pupils

2. Metropolitan Council for Educational Opportunity (METCO)

a.	1966-1967 participation .....	220 pupils
b.	proposed increase .....	<u>280</u> pupils
		Total 500 pupils

3. Open Enrollment

Total 2039 pupils\*

4. Establishment of Middle Schools

a.	Frank V. Thompson .....	100 pupils**
b.	Patrick T. Campbell .....	<u>184</u> pupils
		Total 284 pupils

\* Non-white pupils transferring voluntarily to racially balanced schools.

\*\* Pupils from racially imbalanced Oliver Wendell Holmes Junior High School.



THE TOTAL NUMBER OF PUPILS, PRESENTLY IN RACIALLY IMBALANCED SCHOOLS, WHO WILL BE RELOCATED IN RACIALLY BALANCED SCHOOLS AS A RESULT OF SHORT TERM MEASURES IN SEPTEMBER 1967, WILL BE

3,456 :

The impact upon school buildings and school organization as a result of the aforementioned short term measures is summarized below:

- a. The list of racially imbalanced schools reduced by three (Aaron Davis, Asa Gray, Lewis Colony).
- b. Two small, antiquated school buildings closed (Asa Gray and Aaron Davis)
- c. Three middle schools established (Frank V. Thompson, Patrick T. Campbell, and new school in Columbia Point area)
- d. Feeder schools for new middle schools redesigned as kindergarten through grade 5 schools.



PART II

CONTINUING PROGRAMS



## CONTINUING PROGRAM IS

A. Introduction

It is conceded by reasonable men that racial imbalance cannot be immediately eliminated from the Boston School System. Reasonable men may disagree on the methods for achieving racial balance, but all will agree that the attainment of this goal will take time, funds, and the untiring efforts of men and women of good will. Until the goal of elimination of racial imbalance has been attained, the Boston Public Schools will continue to provide disadvantaged children, regardless of school racial composition, and solely on the basis of need, educational enrichment and compensatory services, designed to raise aspirations, improve self images, and compensate for social, economic, and environmental disadvantages.

In addition to compensatory and enrichment services, the Boston Public Schools are providing programs of inter-racial and inter-cultural exchange visits, especially trained teachers, multi-ethnic textbooks, and programs of educational experimentation and innovation. These are but a part of the planned program to make schools in the disadvantaged areas magnets to attract white and non-white pupils alike.

A brief description of the enrichment, compensatory, and innovative programs follows. Inasmuch as detailed accounts of these programs are already on file with the State Department of Education, there is no need for an elaboration of these programs in this report.



#### B. Compensatory and Enrichment Programs

The Boston School Committee, realizing that the needs of children in the heart of disadvantaged areas are urgent and many, has implemented and will continue to implement programs of a compensatory, enrichment, and innovative nature for these children. Not only are these programs designed to meet the immediate needs of disadvantaged children, but also to provide such superior educational programs and facilities as to attract children from surrounding suburban and urban families.

The general objectives of these programs are:

1. To increase academic achievement
2. To raise occupational and aspirational levels
3. To provide assistance to low achievers
4. To provide enrichment services for all pupils
5. To retain pupils in school

At the present time, although enrichment programs are concentrated at the elementary level, they are in operation at the secondary level as well. These programs, originated and financed by the Boston School Committee in 1963, currently operate in 38 elementary school buildings, six junior high schools, and one senior high school, funded for the most part under provision of Title I of the Elementary and Secondary Education Act of 1965.



In brief, the essential features of enrichment programs are the following:

1. Modified team-teaching
2. Continuous progress - non grading
3. Special reading programs
4. Special personnel in the areas of art, music, and science together with additional pupil adjustment counselors
5. Research assistants (for individual and group testing)
6. Psychiatrist (working in conjunction with adjustment counselors)
7. Additional health and social services
8. Additional pre-kindergarten and summer enrichment classes
9. Afternoon remediation and enrichment (junior high school)
10. Afternoon recreational activities
11. Summer remedial program (SEREL) (ASPIRE)



C. Office of Program Development

1. Federal Aid to Education

This department is charged with the responsibility of preparing all proposals relating to federal and state funding of educational programs. In this connection, this Office is responsible for the analysis of the funding provisions of federal and state legislation with an eye to their applicability to the Boston Public Schools. It is further the responsibility of OPD to acquaint administrative personnel in the different school departments both with the availability of funds and the requirements for obtaining such funds.

2. Model Demonstration Subsystem

An additional objective of OPD is the development of long-range programs of research and experimentation. In this connection, the W. L. P. Boardman School was organized as the elementary component of the model subsystem to serve as a laboratory for the stimulation of creativity in education. The Lewis Junior High School is presently functioning as the intermediate component of the subsystem. Starting in September, 1967, the Lewis School will contain the nucleus of a high school component embracing grades 9 and 10.

The best of the experimental and innovative materials and programs tested in the subsystem and found effective will gradually be introduced into schools at the appropriate level throughout the system.



D. Teachers for Urban Schools

1. College-University Responsibility

In an effort to improve the quality of teacher training, and concomitantly, the quality of education for Boston children, the Boston Public Schools have launched numerous programs in cooperation with the many institutions of higher learning located in and near Boston. These institutions, for too many years concerned solely with the preparation of teachers for affluent suburban schools, are now coming to grips with the need for training teachers for urban schools. With the urging and encouragement of the Boston Public Schools, these institutions of higher learning are now utilizing schools in the disadvantaged areas of the city as a training ground in which to gain practical experience of the type desperately needed by today's teachers.

2. In-Service Training

To compensate for the traditional deficiencies of the teacher training program in schools of education, the Boston Public Schools have been conducting for the past three years, and are continuing this year, an in-service training program entitled, "Education in Disadvantaged Urban Areas." Prominent authorities in the field of behavioral sciences and race relations lecture to assembled Boston teachers and administrators.

In addition, Boston's Title I programs provide for regular in-service training meetings for teachers, supervisors, and curriculum specialists who are called upon daily to cope with the problems related to the teaching of the disadvantaged child.



#### E Inter-Racial And Inter-Cultural Exchanges

During the school year 1966-1967, the Boston Public Schools are continuing a program of inter-school exchanges proven so effective during the previous school year. These exchange programs, together with shared field trips, will again pair schools in deprived neighborhoods with schools in more affluent districts. Because of increased funds, a considerable increase in the number of exchange visits and field trips is planned for the present school year. A further increase in both the number of participating schools and exchange visits among schools is anticipated for the next school year.

On the next page is a listing of the districts paired in this inter-school exchange program. The hoped-for expansion of the program to include districts other than those listed will continue to develop and strengthen understanding across inter-racial and inter-cultural lines. Wherever applicable, the per cent of non-white students for the district is indicated. The contemplated expansion will include more schools in the racially imbalanced category.

The new schools and districts participating in expanded exchange-visit programs will undoubtedly coincide, to a great extent, with new schools and districts to be serviced by the compensatory and enrichment programs, which will continue to concentrate on serving the most disadvantaged areas of the city.



DISTRICTS PAIRED IN INTER-SCHOOL EXCHANGE PROGRAM

<u>Name of District</u>	<u>Per Cent Non-White Pupils</u>	<u>Name of Paired District</u>
1. Christopher Gibson	85.5	Agassiz Longfellow
2. Dearborn	83.3	Francis Parkman Edward Everett
3. Dillaway	92.2	John Marshall Chapman
4. Dudley	90.2	Patrick Lyndon
5. Dwight	71.7	Charles Sumner
6. Harvard	—	Thomas Gardner
7. Henry L. Higginson	97.1	Emily A. Fifield
8. Hugh O'Brien	55.6	Bennett
9. Jefferson	—	Francis Parkman
10. John Winthrop	84.3	Minot
11. Julia W. Howe	98.5	Beethoven
12. Norcross	—	Mary Hemenway
13. Paul A. Dever	65.2	Roger Wolcott James Garfield
14. Phillips Brooks	98.3	Hart-Gaston-Perry
15. Theodore Lyman	—	Mather
16. William Endicott	96.1	Warren Prescott



F. Multi-ethnic Textbooks

There is presently much justifiable concern and activity in the area of modernizing and modifying textbooks and other educational materials. Some of this activity relates to modernization and updating of content to help us meet the challenge of an exploding technology. There must be comparable concern and activity in the areas of human relations. Much has been done and much remains to be done in the area of equitable portrayal of minority groups in our multi-racial society. Justice demands that the contributions made by the Negro community and other minority groups to the culture and development of this nation be fairly represented in the textbooks of its schools.

It is now and it will continue to be the policy of the Boston School Committee to purchase "multi-ethnic" editions of textbooks wherever such exist. The Administration of the Boston Public Schools has so informed the publishing world. Inasmuch as this policy is a matter of record as having been ordered by the School Committee, it should be interpreted as one more commitment in the overall plan of racially balancing the instructional program of Boston's schools as it relates to pupils and teaching materials.



PART III  
SCHOOL CONSTRUCTION PROGRAM



## SCHOOL CONSTRUCTION PROGRAM

### A. Introduction

It is our firm conviction that racially imbalanced schools cannot be eliminated in a large city school system by the application of any one method yet devised. Deep as the commitment may be to solve the problem of racial imbalance, the panacea is yet to be discovered. All will agree, however, that a carefully conceived plan of extensive school construction is one method that substantially contributes to the elimination of racial imbalance. Yet, it is clearly impossible to guarantee that a comprehensive construction program designed in February of 1967 will meet the needs of this city and its population in 1974 -- or even three years hence. Population mobility, new home construction, and the changing racial composition of Boston's neighborhoods, are some of the factors that make long-range projections regarding racial compositions of proposed new schools, educated guesses at best. Nevertheless, since we place great faith in a school construction program as an important component of any plan, we have carefully addressed ourselves to the First Stage Projects presented in Part III of the 1966-1967 Plan.

The program of school construction described on the following pages carries out the oft-repeated concept of building larger elementary schools on the periphery of the non-white neighborhoods, to permit drawing pupils from a larger geographic area, thus ensuring a racially balanced pupil population. The first five projects of the construction program are direct attempts to apply this principle.



(b)(7)

The construction program described on the following pages is divided into three stages. The First Stage, defining in great detail 14 construction proposals, contains those projects for which there is urgent need and to which top priority has been assigned from the standpoint of both capital improvement of physical plant and the elimination of racial imbalance as mandated by Chapter 641. For maximum impact and effectiveness, the 14 First Stage Projects should be started and completed simultaneously.

Upon notification of approval from the State Board of Education for this 1966-1967 Plan, the Boston School Committee will request the immediate implementation of the First Stage of the School Construction Program by the Public Facilities Commission. Attaining the goal of completing some of the First Stage Projects by 1970 or earlier hinges upon early State Board approval and prompt action by the Public Facilities Commission and all agencies concerned with the construction of schools.

The Second and Third Stages merely list building projects that will be developed with the assistance of the Task Force representatives of the State Department of Education during the months ahead.



## SCHOOL CONSTRUCTION PROGRAM

B. Listing of First Stage Projects

New Schools:

1. Replacement for John Marshall School
2. Replacement for Christopher Gibson and Atherton Schools
3. Replacement for Champlain, John G. Whittier, and Florence Nightingale Schools
4. Replacement for Jefferson and Charles Bulfinch Schools
5. Replacement for Norcross, George F. Hoar, and Joshua Bates Schools
6. Humboldt Avenue School
7. Madison Park High School
8. Replacement for Thomas N. Hart and Benjamin Dean Schools
9. Vocational High School and Technical Institute
10. Replacement for William H. Kent School
11. High Point Village School
12. Replacement for Boston Business School

Additions to Schools:

1. English High School Addition
2. Charles H. Taylor School Addition (presently under construction)



## PROJECT 1

A new kindergarten through grade 5 school will be constructed to replace the 64 year old John Marshall School. This new building will have a capacity for 1,000 pupils and will be located in the approximate area of the present school.

The present John Marshall School contains 825 kindergarten through grade 6 pupils, 98 percent of whom are white. The neighboring Christopher Gibson School is 86 percent non-white. By revising the attendance lines of these two schools, we can achieve a much greater degree of racial balance at the new school and make possible the closing of the racially imbalanced Christopher Gibson School.

The present John Marshall School contains the following numbers of pupils:

Kindergarten 1 .....	34
Kindergarten 2 .....	40
Grade 1 .....	151
Grade 2 .....	111
Grade 3 .....	115
Grade 4 .....	103
Grade 5 .....	<u>124</u>
	678

Grade 6 of the John Marshall School is not included in these figures since the proposed new school will contain K-5 only. Grade 6 will move into the Oliver Wendell Holmes, which will be redesignated as a middle school.

Since there are 678 pupils in the John Marshall School to be accommodated in the new 1,000 pupil capacity school, and 98 percent of



these children are white, it will be necessary to transfer 300 non-white pupils from the Christopher Gibson School to the new school. The racial composition of the new school will then be about 70 percent white and 30 percent non-white.

Present indications are that by adjusting the attendance lines for the new school to include the section known as Mt. Bowdoin Hill, Rosseter Street, Mt. Bowdoin Terrace, Bowdoin Avenue, Mallon Road, Olney Street, Geneva Avenue, etc., about 300 non-white children will be affected. This area is presently included in the Christopher Gibson District.

Rapidly changing neighborhood patterns may alter these projections; nevertheless, we will draw from the neighborhood surrounding the Christopher Gibson School sufficient numbers of non-white children to open a school whose racial composition will be 70 percent white and 30 percent non-white. The map found in the Appendix contains the proposed district lines for this new complex indicated in yellow.

In summary, the completion of Project 1 will have achieved the following desirable results:

1. 300 non-white pupils leave a racially imbalanced school to attend a racially balanced one.
2. An antiquated school is replaced with a larger and more modern structure.
3. The attendance lines of two districts are revised.
4. The elimination of the racially imbalanced Christopher Gibson School and the relocation of its pupils in a racially balanced school.

It is presently intended that the racially balanced Lucy Stone School in the John Marshall District, with a present enrollment of 352 pupils, will continue to serve approximately this same number of pupils from the area south of Lindsey Street.



If necessary, however, the area served by the Lucy Stone School could be altered to maintain a racial balance at both the Marshall and Stone Schools. The other two schools presently in the John Marshall District, the Champlain and the Nightingale Schools, will be considered under Project 3.

## PROJECT 2

A new kindergarten through grade 5 school will be constructed to replace the Christopher Gibson and Atherton Schools, 72 and 95 years old respectively. This new building will have a capacity for 1,000 pupils and will be located somewhere near the present boundary line dividing the Christopher Gibson and Mather Districts.

The present Christopher Gibson and Atherton Schools contain 663 kindergarten through grade 5 pupils, 86% or 570 of whom are non-white. Approximately 100 pupils who normally would attend the Gibson School are being transported by the School Department to schools located in other sections of the city. Any new plan for the Christopher Gibson District should contain provision for these 100 pupils.

The district neighboring the predominantly non-white Christopher Gibson District to the east is the Mather presently 99% white. By revising the attendance lines of these two districts (Gibson and Mather), plus the district revisions described in Project 1, it will be possible to have the new school racially balanced while closing two old school buildings both of which are racially imbalanced.



The enrollment figures of the present Gibson and Atherton Schools are as follows:

Christopher Gibson School

Kindergarten 1 .....	20 pupils
Kindergarten 2 .....	15 pupils
Jr. Grade 1 .....	24 pupils
Grade 1 .....	108 pupils
Grade 2 .....	97 pupils
Grade 3 .....	70 pupils
Grade 4 .....	102 pupils
Grade 5 .....	<u>60</u> pupils

496 pupils (85.5% non-white)

Atherton School

Kindergarten .....	30 pupils
Grade 1 .....	55 pupils
Grade 2 .....	39 pupils
Grade 3 .....	<u>43</u> pupils

167 pupils (86.9% non-white)

Total of both schools ..... 663 pupils (86% or 570 non-white)

Presently bused from Gibson ..... 100 pupils

763 pupils

From this total of 763 pupils, 300 non-white pupils would be assigned to the new school replacing the John Marshall (see project 1), leaving 463 pupils, nearly all of whom are non-white, to attend the proposed new school. We will assign approximately 537 white pupils from the acutely overcrowded Mather School and the Southworth School to the new school, creating a racial composition of approximately 60% white, 40% non-white.



Rapidly changing neighborhood patterns may alter these projected figures; nevertheless, we will draw from the present predominantly white Mather District enough white children to open a racially balanced replacement school for the Gibson-Atherton Schools. The map found in the Appendix shows in blue the proposed district lines for the new school.

In summary, the completion of Project 2 will have achieved the following desirable results:

1. Approximately 460 non-white pupils will leave a racially imbalanced school to attend a racially balanced school.
2. Two racially imbalanced schools are eliminated.
3. Two antiquated schools are replaced with a larger and more modern complex.
4. The attendance lines of two districts would be revised.
5. The necessity of transporting pupils from the Gibson School would be ended.
6. Overcrowded conditions at the Mather School would be relieved,



PROJECT 3

A new kindergarten through grade 5 school will be constructed to replace three schools--the Champlain, the Whittier, and the Nightingale--42, 62, and 53 years old respectively. The new school will have a pupil capacity of 1100 and will be located on the east side of Franklin Field in the Emily Fifield District.

The present Champlain, Whittier, and Nightingale Schools contain the following numbers of pupils:

Champlain School

Kindergarten	.....	30 pupils
Grade 1	.....	84 pupils
Grade 2	.....	72 pupils
Grade 3	.....	66 pupils
Grade 4	.....	64 pupils
Grade 5	.....	<u>52</u> pupils

368 pupils (39% non-white)

John G. Whittier School

Kindergarten	.....	25 pupils
Grade 1	.....	66 pupils
Grade 2	.....	53 pupils
Grade 3	.....	48 pupils
Grade 4	.....	36 pupils
Grade 5	.....	<u>32</u> pupils

260 pupils (12% non-white)

Florence Nightingale School

Kindergarten	.....	26 pupils
Grade 1	.....	30 pupils
Grade 2	.....	60 pupils
Grade 3	.....	32 pupils
Grade 4	.....	31 pupils
Grade 5	.....	<u>45</u> pupils

224 pupils (30% non-white)



Inasmuch as the sixth grade of each of the three schools will not be housed in the new building, the approximately 120 children involved will be accommodated in the Oliver Wendell Holmes Junior High School which will have been reorganized as a middle school (6-8).

The new school will accommodate the 852 pupils presently in Kindergarten through grade 5 of the three schools which will permit the accommodation of approximately 250 non-white children from the William E. Endicott District, which is racially imbalanced (in excess of 95% non-white). The overall racial composition of the new school will then be approximately 60% white and 40% non-white.

The Champlain School (capacity 400) shall be used as an annex for the Oliver Wendell Holmes middle school to assist in reducing the present high degree of imbalance in that school. The construction of the new school may also make possible the eventual closing of the Sarah Greenwood School presently in excess of 95% non-white.

To insure the balanced racial composition of the new schools, it may be necessary to include a larger section of the Emily Fifield District and/or a portion of the Mary Hemenway District. The matter of balanced racial composition will again be studied as the new school construction nears completion and the attendance lines drawn accordingly.

This school will be so constructed as to allow for an addition which will permit the maintenance of racial balance consistent with



changing neighborhood conditions. The map found in the Appendix contains the proposed district lines indicated in orange for the new school.

In summary, the completion of Project 3 will have achieved the following desirable results:

1. Approximately 250 non-white pupils, who now attend a racially imbalanced school (W. E. Endicott District), will move into a racially balanced school.
2. Two schools, which will become racially imbalanced in the near future, are eliminated.
3. One larger and more modern building replaces two small, old schools. The third school is utilized as indicated in 5 below.
4. The attendance lines of three districts (Marshall, Endicott, and Fifield) are revised. There is a possibility of some slight revision in the attendance lines of the Hemenway District.
5. The Champlain School would become an annex to the Oliver Wendell Holmes School, which will be reorganized as a middle school (grades 6, 7, 8) as a result of this Plan. The Champlain School will adequately house the 307 sixth grade pupils from the Gibson, Marshall, Nightingale, Champlain, and Whittier Schools.



## PROJECT 4

A new kindergarten through grade 5 school will be constructed to replace the Jefferson and Charles Bulfinch schools, 63 and 56 years old respectively. This new school will have a capacity for 1,000 pupils and will be located somewhere near the present boundary line dividing the Jefferson and Martin Districts.

The 1,000-pupil capacity and the judicious location of the new school would make possible the elimination of three racially imbalanced schools--the Charles Bulfinch, the Farragut, and the Maurice Tobin; and the closing of two antiquated schools--the Jefferson and the Bulfinch.

The enrollment of the proposed new school would be drawn from the following sources:

JEFFERSON SCHOOL

Kindergarten 1 .....	17
Kindergarten 2 .....	17
Jr. Grade 1 .....	11
Grade 1 .....	79
Grade 2 .....	61
Grade 3 .....	61
Grade 4 .....	65
Grade 5 .....	<u>57</u>

368      32% non-white

CHARLES BULFINCH SCHOOL

Kindergarten 1 .....	23
Kindergarten 2 .....	18
Grade 1 .....	65
Grade 2 .....	56
Grade 3 .....	61
Grade 4 .....	47
Grade 5 .....	<u>35</u>

305      56% non-white



From the Farragut School, presently 57 percent non-white, would be drawn 30 non-white children who reside on the southeast side of Huntington Avenue. This transfer will reap two benefits; the racial balancing of the Farragut School, and the elimination of a dangerous school crossing at Huntington Avenue for approximately 30 children.

The new school would draw 135 more non-white pupils from the Maurice Tobin School, which is presently 67 percent non-white and somewhat overcrowded. The transfer of 135 pupils to the new school would racially balance the Tobin and simultaneously establish a desirable pupil-teacher ratio. This would make the racial composition of the new school 55 percent white and 45 percent non-white.

Rapidly changing neighborhood patterns may alter these projected figures; nevertheless, we will draw sufficient numbers of non-white children from the Martin District to open a racially balanced school replacing the Jefferson and Bulfinch Schools. The map found in the Appendix contains the proposed district lines for the new school, as indicated by cross-hatching.

In summary, the completion of Project 4 will have achieved the following desirable results:

1. Three racially imbalanced schools will be eliminated (Bulfinch, Farragut, Tobin).
2. Approximately 450 non-white pupils presently attending racially imbalanced schools will attend a larger, more modern, racially balanced school.
3. The attendance lines of two districts will be revised.
4. Two antiquated school buildings will be closed,
5. Dangerous intersections at Huntington Avenue and Tremont Street will be eliminated for some children.



## PROJECT 5

A new kindergarten through grade 5 school will be constructed to replace the Norcross School destroyed by fire, the George F. Hoar School, and the Joshua Bates School, 53 and 83 years old respectively. This new school will have a capacity of 1,000 pupils and be located in the approximate area of Broadway and B Street, South Boston.

The enrollment of the proposed new school would be drawn from the following sources:

GEORGE F. HOAR SCHOOL  
(includes pupils presently housed in demountables)

Kindergarten 1 .....	20 pupils
Kindergarten 2 .....	33 pupils
Jr. Grade 1 .....	18 pupils
Grade 1 .....	129 pupils
Grade 2 .....	107 pupils
Grade 3 .....	101 pupils
Grade 4 .....	67 pupils
Grade 5 .....	<u>28</u> pupils

504 (93% white)

JOSHUA BATES SCHOOL  
(Dwight District)

Kindergarten .....	23 pupils
Grade 1 .....	38 pupils
Grade 2 .....	37 pupils
Grade 3 .....	<u>36</u> pupils

134 (75% non-white)



The approximately 350 pupils required to bring the enrollment of the new school up to 1,000 will be drawn from the following sources:

- a) Approximately 150 non-white pupils from the Abraham Lincoln School presently about 72 percent non-white. This will not only reduce appreciably the degree of racial imbalance in the Lincoln School, but will offset the overcrowding which is in immediate prospect for this school as a result of the influx of new residents into the Castle Square Housing Development.
- b) Approximately 100 non-white pupils from the Joseph J. Hurley School. This school is presently 72 percent non-white and overcrowded. The transfer of the 100 non-white pupils will alleviate the racial imbalance in this school.

The racial composition of the new school will be approximately 60 percent white and 40 percent non-white.

In summary, the completion of Project 5 will have achieved the following desirable results:

1. One racially imbalanced school will have been eliminated.
2. 250 pupils will have been removed from two racially imbalanced schools and relocated in a racially balanced school.
3. A larger, more modern building will have replaced two small old structures.
4. The attendance lines for three districts will have been revised.



## PROJECT 6

Humboldt Avenue School - Roxbury

(Center for innovation and experimentation with new and advanced educational procedures and equipment.)

A new elementary school (K-5) to accommodate 740 pupils, providing:

24 classrooms	1 library
2 kindergartens	1 assembly hall
2 pre-kindergartens	1 playroom
4 learning laboratories	1 cafeteria
1 art room	

It is our hope to have this new school open in 1969 as a racially balanced school. However, the racial composition of the neighborhood from which the Humboldt Avenue School will draw the majority of its pupils seems to be overwhelmingly non-white. This fact will make it extremely difficult to carry out our desire to open this school with a racially balanced pupil composition. To compensate for this, however, we shall take a number of steps such as the following:

1. White pupils from all over the city will be informed of this unique school and encouraged to attend.
2. A large number of seats will be held available for a reasonable period of time to accommodate white transferees.
3. We will explore with the architects and other interested officials the possibility of increasing the capacity of this school by approximately 25%.
4. The services of Boston University will be solicited to assist in publicizing the superior facilities and the outstanding educational offerings which the new school will provide, and to recruit greater numbers of white pupils for this school.

The proposed school is designed to operate as a "laboratory" school in cooperation with Boston University. There, the newest and most advanced educational procedures will be pioneered. Designed further to



operate as a "lighted" school, it will operate afternoons and evenings for the educational and cultural advancement of the citizens in this disadvantaged area.

It will replace the Williams School, built in 1892; this school has a current enrollment of 75, and is 100% non-white. It will also replace the W.L.P. Boardman School, built in 1900; this school has a current enrollment of approximately 188, and is 98% non-white.

Approximately 100 pupils will be reassigned from the William L. Garrison School. This will substantially relieve over-crowding and help to reduce pupil-teacher ratio in the William L. Garrison School. In this school present pupil-teacher ratios in the critical kindergarten and first grade areas are in excess of 32 to 1. The over-all average for kindergarten through sixth grade is slightly in excess of 30 to 1. This school was built in 1910, and presently is about 99% non-white.

Clearly, the success of this plan depends in large measure on the understanding and cooperation of the parents and pupils who live in the area designated as the location for this proposed school. In addition, we solicit both the technical and other assistance of the State Department of Education in implementing the plans outlined for this new school.

The Boston School Committee has allocated \$1,937,000 for this new school.



## PROJECT 7

A New High School (Grade 9-12) to accommodate a minimum of 3000 pupils.

The site selected for this new high school is in the area commonly referred to as Madison Park. This high school will draw its students from all areas of the City, hopefully, resulting in a racially balanced school. It will provide educational, recreational, and cultural facilities and services for Boston's youth, second to none, and will revitalize the area in which it is to be situated.

There is every reason to believe that the facilities and services of this institution would be made available to the adult citizens of the City, and it would continue present educational offerings for adult citizens; possibly, it would allow for expansion to the end that their opportunities for employment and a better life would be enhanced.

The Boston School Committee has allocated \$11,400,000 for this new high school.

The new high school will permit the following actions:

- a. Relocation of 190 non-white pupils from the Jeremiah E. Burke High School to the new high school. The racial composition of the Jeremiah E. Burke will then be:

532 white pupils and 519 non-white pupils

The Jeremiah E. Burke High School will then be racially balanced.

- b. From Girls' High School, reassignment of 150 non-white pupils to the new high school. Although this will not racially balance Girls' High, it will remove 150 pupils from a racially imbalanced school and relocate them in a racially balanced school.



## PROJECT 8

In the Hart-Gaston-Perry District of South Boston there will be built a new elementary school (K-5) to accommodate 900 pupils. It will provide:

- |                   |                 |
|-------------------|-----------------|
| a) 24 classrooms  | 1 woodwork shop |
| 4 kindergartens   | 1 playroom      |
| 2 special classes | 1 cafeteria     |
| 1 sewing room     | 1 assembly hall |

This new elementary school will house in one building the pupils normally attending the Thomas N. Hart School (1889) and the Benjamin Dean School (1899). The projected racial composition will be 10 percent non-white. This school has no direct effect on racial imbalance.

- b) The Boston School Committee has allocated \$2,000,000 for plans and construction of this new school.

## PROJECT 9

A Vocational High School and Technical Institute (grades 9-14) is to be built to accommodate approximately 2,500 students. Although the site for this school has not been definitely selected, the proposed school will draw from all areas of the City, hopefully resulting in a racially-balanced school.

The Boston School Committee has allocated \$9,000,000 for this new high school.



## PROJECT 10

There will be built in the Harvard District of Charlestown a new elementary school (K-5) to accommodate 500 pupils.

- a. The new school will consist of:

12 classrooms	1 woodwork shop
2 kindergartens	1 playroom
1 sewing room	1 cafeteria

- b. It will replace the William H. Kent School, built in 1895, and the racial composition of the new school will not be in excess of 5% non-white. This school will have no direct effect on racial imbalance.
- c. The Boston School Committee has allocated \$1,100,000 for this school.

## PROJECT 11

High Point Village - West Roxbury/Roslindale

- a. A new elementary school to accommodate 460 pupils
  - b. It will provide the following facilities:
- |                 |                 |
|-----------------|-----------------|
| 12 classrooms   | 1 woodwork shop |
| 2 kindergartens | 1 playroom      |
| 1 sewing room   | 1 cafeteria     |
- c. It makes provision for educational services for the residents in the new housing scheduled for the area.
  - d. The Boston School Committee has allocated \$1,200,000 for this school.

## PROJECT 12

The construction of a new Boston Business School is envisioned in the West End, to accommodate approximately 1,000 students. Modern facilities to provide the latest in business education will be included. Although the site has not been definitely selected, this school will draw from all areas of the City, guaranteeing racial balance.

The Boston School Committee has allocated \$350,000 for land and plans.



ADDITIONS TO SCHOOLS

A. English High School Addition - Ave. Louis Pasteur, Boston

- a) Alterations to present building and construction of an addition to accommodate 560 pupils, providing 16 classrooms, 1 gymnasium, and 1 cafeteria.
- b) The completion of this project, with its many ramifications, will have a salutary effect on Boston education in many areas. It will permit the relocation of colonies presently housed in the Thomas A. Edison School (318) - 30% non-white  
Theodore Roosevelt School (425) - 23% non-white  
  
The present inadequate gymnasium and cafeteria facilities will provide additional instructional space.
- c) On the basis of a 32/1 pupil-teacher ratio, the student capacity will be 2000. The projected ratio of non-white students will be approximately 24%. While this project will not have reduced the number of racially imbalanced schools, it most certainly will have kept the Edison colony from becoming a racially-imbalanced school in the near future.
- d) The removal of the English High colony from the Edison School will make possible the initiation of a middle school (grades 6-8) in the Brighton area. As indicated in the statement on the rationale for the "middle school" concept on page 26 of this document, middle schools (grade 6-8) permit pupils to leave racially imbalanced junior high schools for racially balanced high schools one year earlier than they normally would.



- e) The estimated cost of alterations to English High School is \$200,000. For the new addition, the Boston School Committee has allocated \$1,686,000. (Total: \$1,886,000)

B. The Charles H. Taylor School Addition (K-5)

This addition is scheduled for completion in September, 1967, and consists of completing the skeleton of the present Charles H. Taylor School, thereby increasing the pupil capacity by 350. This increase in capacity will trigger the following events:

- a) Approximately 250 elementary pupils presently housed in the Frank V. Thompson School will be accommodated in the expanded Charles Taylor School.
- b) The increased capacity will help also to relieve over-crowding in the Emily Fifield District. Reassignment of 100 pupils will reduce pupil-teacher ratios to acceptable limits.
- c) With the removal of elementary pupils from the Thompson School, the way will be cleared for implementing a middle school program there as explained on page 27 of this document.
- d) The effect on racial balancing will be in that the use of this Addition will facilitate the implementation of a middle school organization for the Frank V. Thompson School.



D. Impact of First Stage Projects on Racial Imbalance

Projects 6 through 12 and the two school Additions do have an indirect impact upon racial imbalance. However, it is difficult to assess with any degree of accuracy precisely what it will be. Therefore, the following summary concerns itself with projects 1 through 5 as they relate to numbers of pupils removed from racially imbalanced schools, elimination of racially imbalanced schools, present district attendance lines revised, schools prevented from becoming imbalanced, and old school buildings replaced.

Non-white pupils affected:

1.	Project 1	300 pupils
2.	" 2	460 pupils
3.	" 3	250 pupils
4.	" 4	450 pupils
5.	" 5	<u>250</u> pupils
		total 1,710 pupils

Racially imbalanced schools eliminated:

1. Christopher Gibson School
2. Atherton "
3. Charles Bulfinch "
4. Maurice J. Tobin "
5. Farragut "
6. Joshua Bates "

District attendance lines revised:

- |                        |                    |
|------------------------|--------------------|
| 1. John Marshall       | 7. Martin          |
| 2. Christopher Gibson  | 8. Norcross        |
| 3. Mather              | 9. Abraham Lincoln |
| 4. William E. Endicott | 10. Dwight         |
| 5. Emily Fifield       | 11. Mary Hemenway  |
| 6. Jefferson           | (possible)         |



Prevention of racial imbalance:

1. Champlain School
2. Florence Nightingale School

Old school buildings replaced:

1. John Marshall School
2. Christopher Gibson School
3. Atherton School
4. Florence Nightingale School
5. John G. Whittier School
6. Jefferson School
7. Charles Bulfinch School
8. George F. Hoar School
9. Joshua Bates School



SCHOOL CONSTRUCTION PROGRAM

E. Listing of Second Stage Projects

1. Dudley-Hyde-Everett District - Roxbury
2. Dearborn District - Roxbury
3. Henry L. Higginson District - Roxbury
4. Abraham Lincoln - Quincy District - South End
5. Grover Cleveland Junior High School Addition
6. Agassiz District - Jamaica Plain
7. Hyde Park High School Addition
8. John A. Andrew District - South Boston
9. Washington Allston District - Brighton



SCHOOL CONSTRUCTION PROGRAM

E. Listing of Third Stage Projects

1. Edmund P. Tileston District - Mattapan
2. Edward Everett District - Dorchester
3. Emily Fifield District - Dorchester
4. Hugh O'Brien District - Roxbury
5. John Winthrop - Phillips Brooks Districts - Roxbury-Dorchester
6. Mary Hemenway District - Minot Districts - Dorchester
7. Mather District - Dorchester
8. Prince District - Dorchester
9. Rice Franklin District - South End
10. Roger Wolcott - E. P. Tileston Districts - Dorchester-Mattapan
11. Beethoven - Henry Grew Districts - West Roxbury-Hyde Park
12. Chapman - Sheridan-Kennedy Districts - East Boston
13. Charlestown High School - Charlestown
14. Joseph H. Barnes Junior High School - East Boston
15. Longfellow District - Roslindale
16. Addition to Roslindale High School - Roslindale
17. Addition to South Boston High School - South Boston



PART IV

TENTATIVE 1967-1968 PLAN



TENTATIVE PLAN FOR 1967-1968  
(effective September 1968)

A. Short-Term Proposals for Immediate Reduction of Racial Imbalance

The implementation of any proposed plan for 1967-1968 will depend, in large measure, upon conditions existing in the Fall of 1968.

1. Demountable Buildings

The possibility of using demountable buildings for the dual purpose of relieving overcrowding and eliminating racial imbalance will be investigated.

2. Further Expansion of Metco

As additional communities respond to the appeal for participation made this year by the Boston School Committee, and as increased funding becomes available, this effective program of racial balancing and integration of suburban schools will be expanded.

3. Additional Middle School Designations

- a. Solomon Lewenberg
- b. Lewis Junior High School

B. Continuing Programs

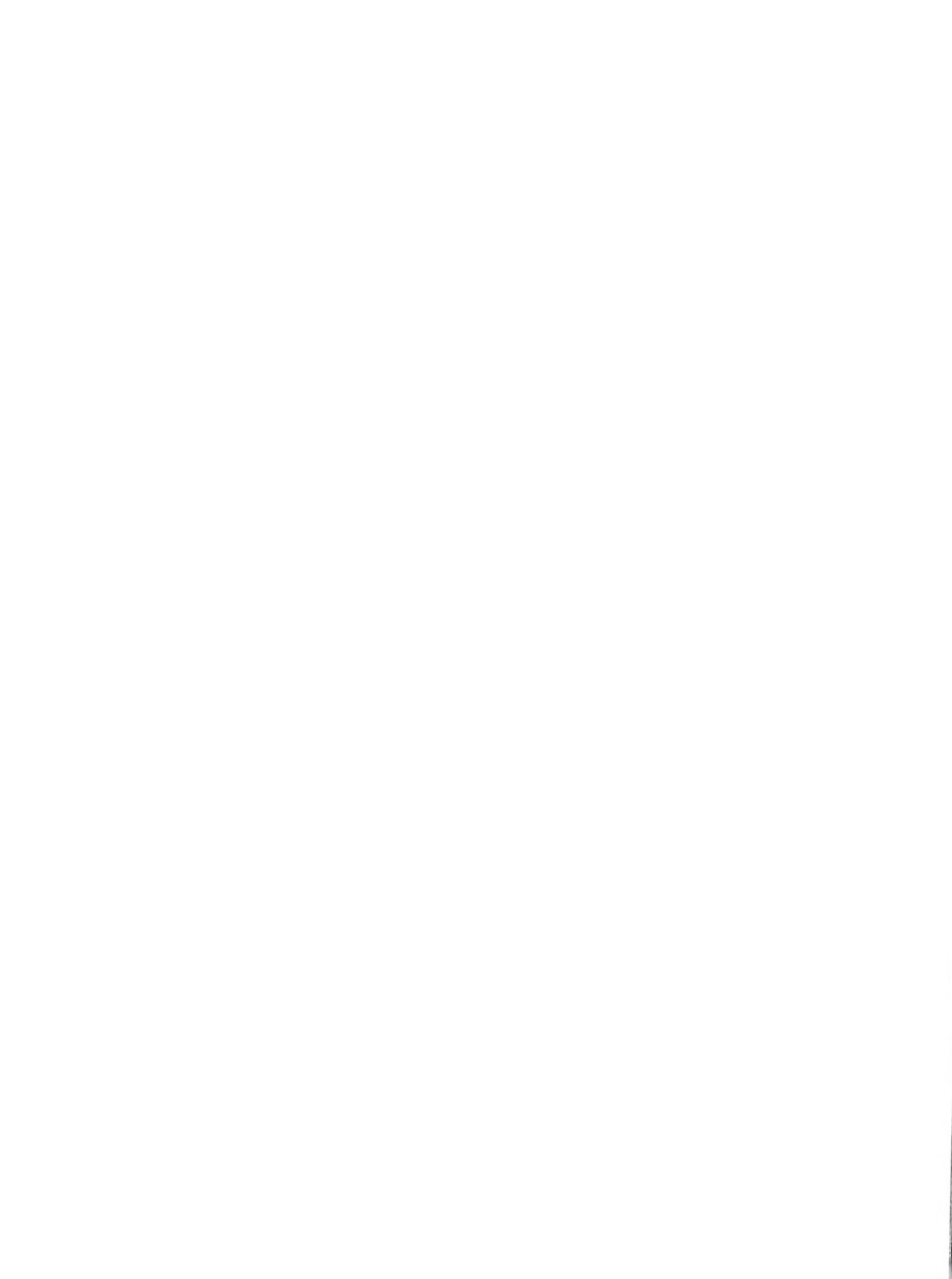
The continuation and desirable expansion of these programs is dependent upon the availability of funds.

C. Modifications of School Construction Program

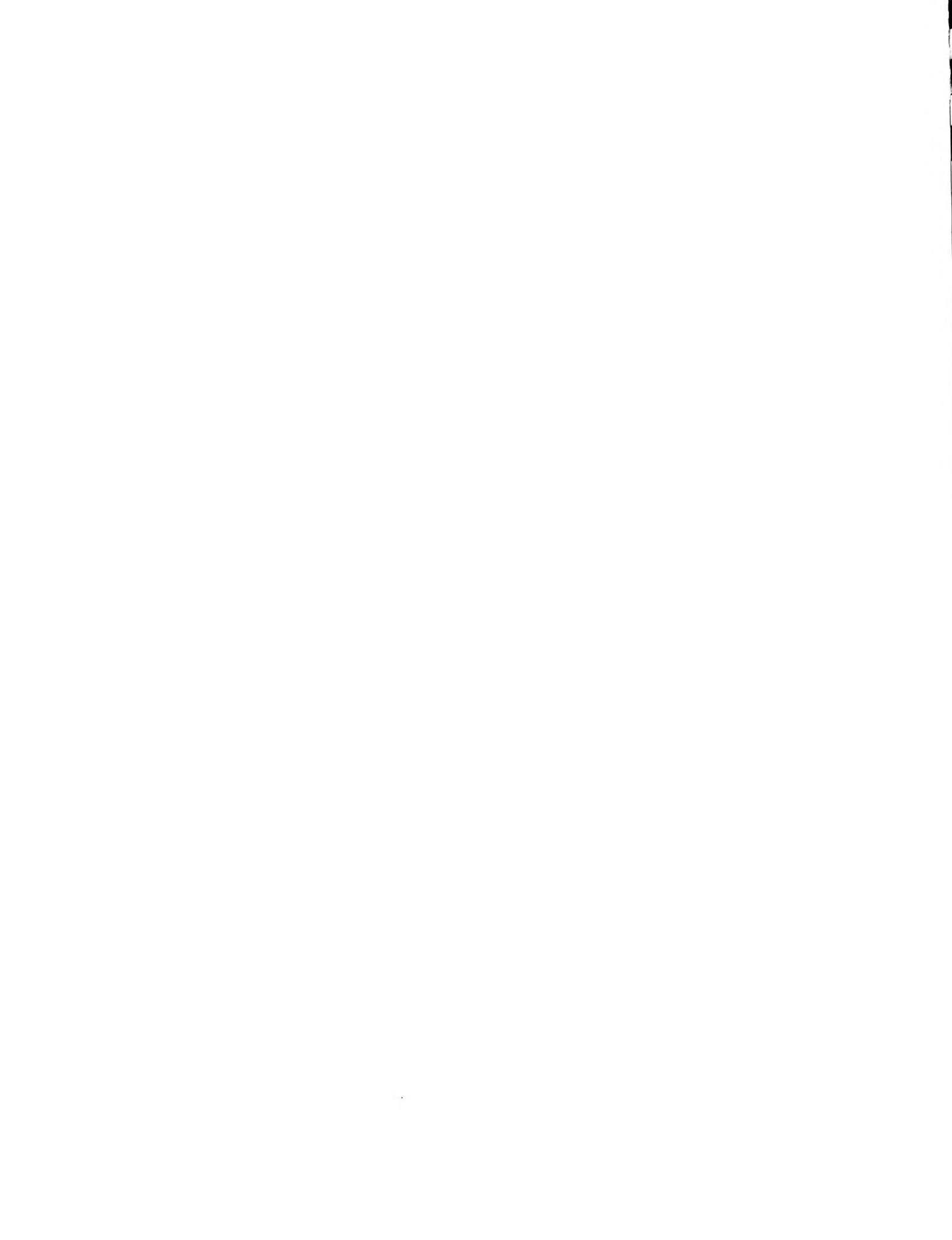
As previously indicated, school construction projects will be developed to meet changing conditions with the technical assistance of the Task Force assigned by the State Department of Education.

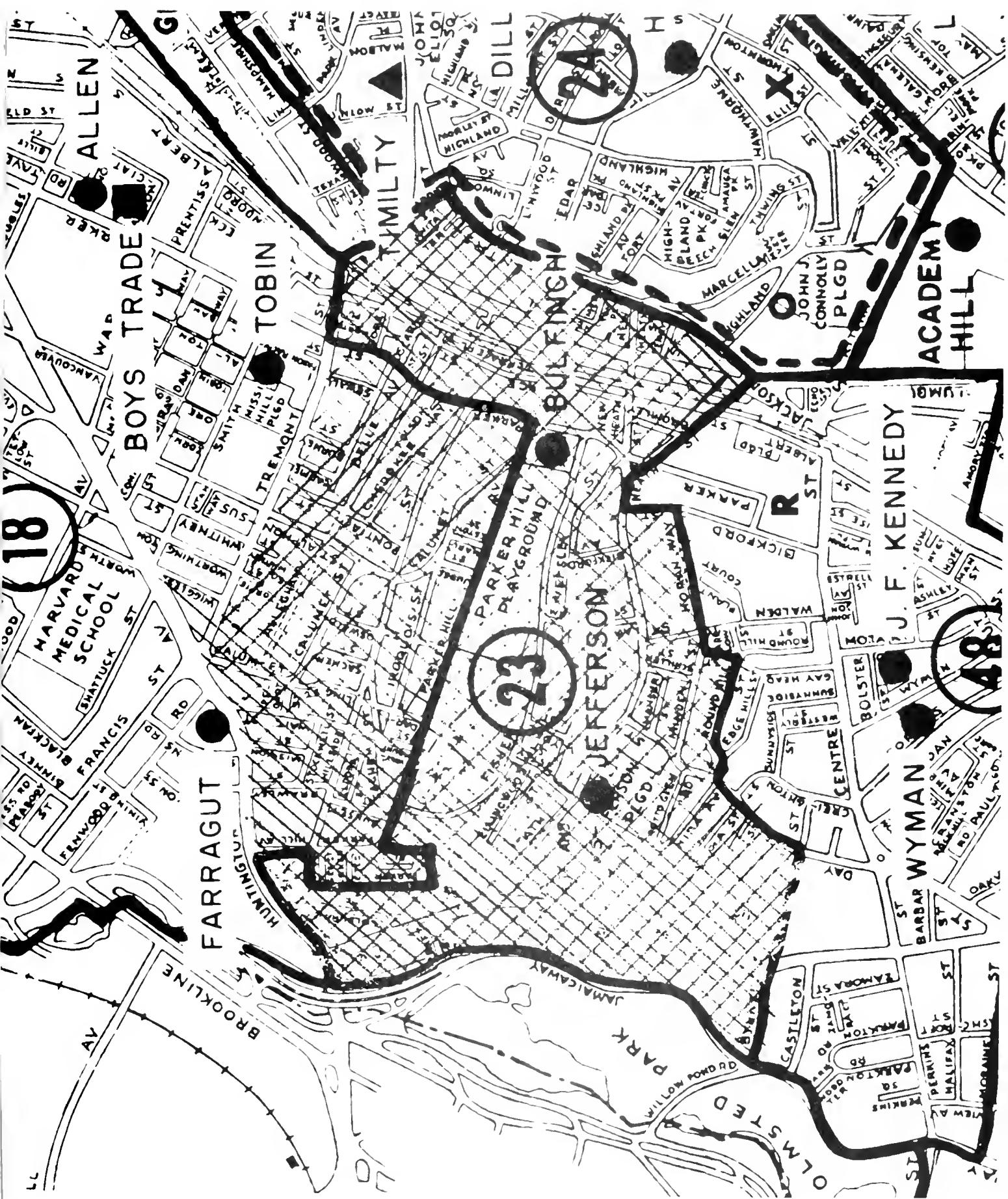


V. APPENDIX













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